

Name \_\_\_\_\_

## GAINING CULTURAL COMPETENCE CAMPINHA-BACOTE MODEL OF CULTURAL COMPETENCE

1. Read Chapter 16 in Boyle and Holben.
2. Be sure you understand the following terms before beginning this assignment
  - \* Diversity      \* Ethnocentric      \* Cultural values      \* Cross cultural      \* Discrimination
  - \* Minority      \* Bilingual      \* Diversity      \* Attitude      \* Stereotype
  - \* Value      \* Religion as part of culture      \* Communication style      \* Translator vs interpreter      \* Bias
3. Assess yourself using the Construct of Campinha-Bacote Model of Cultural Competency, ASKED. (Table 16-4) Write a short reflective piece about the results and your personal reaction to reading this chapter.
4. To help the class develop a better understanding of different groups, you will focus on one specific cultural group. Your research may become part of the FSC Food, Culture, and Religion webpage. We will also spend some time on the last day of class teaching each other about the assigned group.

You and a partner (you can choose your partner or work alone) will be assigned one of the following cultural/religious groups. With the understanding that individuals of a certain culture or religion will adhere to their group's practices strictly or loosely, you will develop a summary of your group's practices. As you only have one piece of paper, both sides, use your space wisely. Bulleted lists are strongly recommended. Include one graphic: flag, food, symbol; this graphic must be reproducible in black and white. Your references should be submitted on a separate sheet for inclusion in a resource list.

Develop your summary under these headings (you may combine categories)

1. Map of the country
2. Associated clip art/graphic
3. History of the group's immigration (when and why); include geographic distribution in the US if important
4. Health concerns specific to the group
5. Food management practices within families; who is in charge of buying, preparing; serving, eating food
6. Foods - core foods, sub-core food, food and meaning; food taboos; identify national dishes if available
7. Specific food practices related to the life cycle
8. Major celebrations that utilize food
9. Communication Style – refer to Table 16-11 for categories
10. References - you must supply complete references You are forbidden to use Wikipedia as a reference

* North India	* Korea	* Seventh Day Adventists
* South India	* Mexico	* Poland
* Pakistan	* Hmong/Laos	* French-Canadians
* Greek	* Jamaica	* Albania
* Guatemala	* Cambodia	* Russia
* Honduras	* Vietnam	* Argentina
* El Salvador	* Haiti	* Chile
* Bosnia	* Islam	* Nicaragua
* Other group of interest: see professor for permission		

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**CULTURAL COMPETENCE GRADING SHEET**  
**Submit with two page summary and reference list**

<b>Category</b>	<b>Points</b>	<b>Earned Points and Comments</b>
<ul style="list-style-type: none"><li>* History geographic distribution</li><li>* Map</li><li>* Clip Art</li><li>* Health concerns in the new immigrant group (may be carried over from home country).</li></ul>	10	
<ul style="list-style-type: none"><li>* Food management practices</li><li>* Foods</li><li>* Specific food practices related to the life cycle</li><li>* Major celebrations</li><li>* Food at celebrations</li></ul>	15	
<ul style="list-style-type: none"><li>* Communication Style</li></ul>	15	
<ul style="list-style-type: none"><li>* References</li></ul>	5	
<ul style="list-style-type: none"><li>* Graphic</li></ul>	5	
<ul style="list-style-type: none"><li>* Organization of Information</li><li>* Appropriate Headings</li><li>* Writing Quality</li><li>* Stay within space limits; easy to read</li></ul>	5	
<b>Paper Grade</b>	55	
<b>Individual Reflection Paper</b>	20	
<b>Total</b>	75	